

INFORMATIVE WRITING RUBRIC – GRADE 2

WRITE INFORMATIVE/EXPLANATORY TEXTS TO EXAMINE AND CONVEY COMPLEX IDEAS AND INFORMATION CLEARLY AND ACCURATELY THROUGH THE EFFECTIVE SELECTION, ORGANIZATION, AND ANALYSIS OF CONTENT.

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

	EXCEEDS (4)	MEETS (3)	APPROACHING (2)	DOES NOT MEET (1)
WRITING CRAFT	<ul style="list-style-type: none"> Clearly identifies the topic with a focused introductory sentence Uses pertinent facts and definitions to develop the topic Gathers pertinent facts from basic print and multimedia resources Provides a clear concluding statement or section 	<ul style="list-style-type: none"> Identifies the topic with an introductory sentence Supplies pertinent facts and definitions to develop the topic Gathers facts from basic print and/or multimedia resources Provides a general concluding statement or section 	<ul style="list-style-type: none"> Attempts to identify the topic with an introductory sentence Supplies at least some pertinent facts and definitions to develop the topic Gathers at least some facts from basic print or multimedia resources Attempts to provide a concluding statement or section 	<ul style="list-style-type: none"> Little if any attempt to identify the topic is apparent Supplies few if any pertinent facts or definitions to develop the topic Little if any attempt to obtain some facts from other sources Little if any attempt to provide a concluding statement or section
	EXCEEDS (4)	MEETS (3)	APPROACHING (2)	DOES NOT MEET (1)
WRITING MECHANICS	<ul style="list-style-type: none"> Uses simple, compound and complex sentences Writing is legible with consistently correct formation of both manuscript and cursive letters Consistently uses a phonetic approach when spelling unfamiliar words Spells virtually all high frequency words correctly Consistently utilizes correct capitalization, punctuation, and grammar in accordance with quarterly expectations 	<ul style="list-style-type: none"> Uses simple and compound sentences Writing is legible with correct formation of most manuscript and cursive letters Generally uses a phonetic approach when spelling unfamiliar words Spells most high frequency words correctly Generally utilizes correct capitalization, punctuation, and grammar in accordance with quarterly expectations 	<ul style="list-style-type: none"> Uses some simple and compound and sentences Writing is mostly legible with correct formation of some manuscript and cursive letters Occasionally uses a phonetic approach when spelling unfamiliar words Spells some high frequency words correctly Occasionally utilizes correct capitalization, punctuation, and grammar in accordance with quarterly expectations 	<ul style="list-style-type: none"> Uses some simple sentences Writing may be legible but with little if any correct formation of manuscript and cursive letters Seldom if ever uses a phonetic approach when spelling unfamiliar words Spells few if any high frequency words correctly Seldom if ever utilizes correct capitalization, punctuation, and grammar in accordance with quarterly expectations

NARRATIVE WRITING RUBRIC – GRADE 2

WRITE NARRATIVES TO DEVELOP REAL OR IMAGINED EXPERIENCES OR EVENTS USING EFFECTIVE TECHNIQUE, WELL-CHOSEN DETAILS, AND WELL-STRUCTURED EVENT SEQUENCES.

Write narratives in which they recount two or more appropriately sequenced events, include some details about what happened, use temporal words to signal event order, and provide some sense of closure.

	EXCEEDS (4)	MEETS (3)	APPROACHING (2)	DOES NOT MEET (1)
WRITING CRAFT	<ul style="list-style-type: none"> • Recounts a well-elaborated short sequence of events • Includes descriptive details to describe actions, thoughts and feelings • Clearly identifies an event or situation • Clearly identifies characters and the problem • Events are clearly sequenced in a logical order • Includes descriptive details that personalize the experience • Clearly uses temporal words to signal event order • Clearly provides a sense of closure that resolves the narrative 	<ul style="list-style-type: none"> • Recounts a short sequence of events • Includes details to describe actions, thoughts and feelings • Identifies an event or situation • Identifies characters and the problem • Events are sequenced in a logical order • Includes details that personalize the experience • Uses temporal words to signal event order • Provides sense of closure that resolves the narrative 	<ul style="list-style-type: none"> • Attempts to recount a short sequence of events • Attempts to include details to describe actions, thoughts and feelings • Attempts to identify an event or situation • Attempts to identify characters and the problem • Attempts to sequence events in a logical order • Attempts to include details that personalize the experience • Attempts to use temporal words to signal event order • Attempts to provide a sense of closure that resolves the narrative 	<ul style="list-style-type: none"> • Little if any attempt to recount a short sequence of events • Little if any attempt to include details to describe actions, thoughts and feelings • Little if any attempt to identify an event or situation • Little if any attempt to identify characters and the problem • Little if any attempt to sequence events in a logical order • Little if any attempt to include details that personalize the experience • Little if any attempt to use temporal words to signal event order • Little if any attempt to provide a sense of closure that resolves the narrative
	EXCEEDS (4)	MEETS (3)	APPROACHING (2)	DOES NOT MEET (1)
WRITING MECHANICS	<ul style="list-style-type: none"> • Uses simple, compound and complex sentences • Writing is legible with consistently correct formation of both manuscript and cursive letters • Consistently uses a phonetic approach when spelling unfamiliar words • Spells virtually all high 	<ul style="list-style-type: none"> • Uses simple and compound sentences • Writing is legible with correct formation of most manuscript and cursive letters • Generally uses a phonetic approach when spelling unfamiliar words • Spells most high frequency words correctly • Generally utilizes correct capitalization, punctuation, and grammar in accordance with 	<ul style="list-style-type: none"> • Uses some simple and compound and sentences • Writing is mostly legible with correct formation of some manuscript and cursive letters • Occasionally uses a phonetic approach when spelling unfamiliar words • Spells some high frequency words correctly • Occasionally utilizes correct capitalization, punctuation, 	<ul style="list-style-type: none"> • Uses some simple sentences • Writing may be legible but with little if any correct formation of manuscript and cursive letters • Seldom if ever uses a phonetic approach when spelling unfamiliar words • Spells few if any high frequency words correctly • Seldom if ever utilizes correct capitalization,

	<div>frequency words correctly</div> <ul style="list-style-type: none">Consistently utilizes correct capitalization, punctuation, and grammar in accordance with quarterly expectations	quarterly expectations	and grammar in accordance with quarterly expectations	punctuation, and grammar in accordance with quarterly expectations
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OPINION WRITING RUBRIC – GRADE 2

WRITE ARGUMENTS TO SUPPORT CLAIMS IN AN ANALYSIS OF SUBSTANTIVE TOPICS OR TEXTS, USING VALID REASONING AND RELEVANT SUFFICIENT EVIDENCE.				
<i>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide a sense of closure.</i>				
	EXCEEDS (4)	MEETS (3)	APPROACHING (2)	DOES NOT MEET (1)
WRITING CRAFT	<ul style="list-style-type: none"> Clearly introduces the opinion with an introductory statement or section Supplies sufficient reasons to fully support the opinion Clearly uses linking words and phrases to connect opinion and reasons Provides a clear concluding statement or section 	<ul style="list-style-type: none"> Introduces the opinion with an introductory statement Supplies reasons that accurately support the opinion Uses linking words and phrases to connect opinion and reasons Provides a general concluding statement 	<ul style="list-style-type: none"> Attempts to introduce the opinion with an introductory statement Supplies at least some reasons that support the opinion Attempts to use some linking words and phrases to connect opinion and reasons Attempts to provide some concluding statement 	<ul style="list-style-type: none"> Little if any attempt to introduce the opinion is apparent Supplies few if any reasons that support the opinion Little if any attempt to use linking words and phrases Little if any attempt to provide a concluding statement
	EXCEEDS (4)	MEETS (3)	APPROACHING (2)	DOES NOT MEET (1)
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